

Category	Excellent	Very Good	Satisfactory	Reaching	Not Quite There Yet
<b>Introduction Paragraph</b>	<p>5</p> <p>The author effectively develops and strong introduction paragraph that introduces the reader to the main idea of the paper, necessary background information, and the road map for building his or her argument.</p>	<p>4</p> <p>The author develops an introduction paragraph that introduces the reader to the main idea of the paper, necessary background information, and the road map for building his or her argument.</p>	<p>3</p> <p>The author develops an introduction paragraph, but it does not include one of the following: necessary background information, main ideas, thesis statement, or a roadmap plan.</p>	<p>2</p> <p>The author attempts to construct an introduction paragraph, but it fails to fully introduce the readers to the point and purpose of the paper. It may not include enough information to constitute a complete paragraph.</p>	<p>1</p> <p>The author either does not include an introduction paragraph, or it consists only of the thesis statement (or one other qualification for this paragraph), meaning it is only one sentence or so long.</p>
<b>Thesis Statement</b>	<p>5</p> <p>The author includes a clear, succinct, and meaningful thesis statement that effectively and purposely roadmaps the rest of the essay. It introduces a debatable idea.</p>	<p>4</p> <p>The author includes a strong thesis statement supports a roadmap for the paper. It may not be as succinct or clearly worded as a Level 5 (Excellent) Thesis Statement.</p>	<p>3</p> <p>The author includes a thesis statement, but does not include all parts of the statement. He or she may not have fully developed this or her “I want to prove” part or his or her “This is how I will prove it” part.</p>	<p>2</p> <p>The author attempts to construct a thesis statement, but does not clearly roadmap the essay. He or she shows minimal understanding of the point of purpose of the thesis statement and its role of starting the main ideas of the paper.</p>	<p>1</p> <p>The author does not include a thesis statement or he or she includes for that fails to fulfill the purpose and role of the statement.</p>
<b>Topic Sentences</b>	<p>5</p> <p>The author includes strongly worded, fluid, and meaningful topic sentences that clearly introduce a paragraph’s main and idea and</p>	<p>4</p> <p>The author includes topic sentences that support the thesis statement, but the wording is not as clear, fluid, or purposeful as</p>	<p>3</p> <p>The author includes topic sentences, but they do not clearly indicate the main idea of each paragraph. They do not clearly</p>	<p>2</p> <p>The author attempts to include topic sentences, but they rarely support the thesis statement. He or she may also not consistently include</p>	<p>1</p> <p>The author’s topic sentences, in included, show little to no understanding of the purpose of a topic sentence (to introduce</p>

	relate to and directly support the thesis statement.	the “Excellent” thesis statement.	support or introduce the main idea of paragraph.	topic sentences throughout the paper.	main idea) and its function in support the thesis statement.
<b>Textual Evidence, Supporting Details, and Explanation</b>	10  The author addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to the task by using <b>clear and convincing</b> reasoning supported by <b>relevant textual evidence (including quotes)</b> .	9  The author addresses the prompt and provides <b>mostly effective</b> development of the claim or topic that is <b>mostly appropriate</b> to the task, by using <b>clear</b> reasoning supported by <b>relevant textual evidence (including quotes)</b> .	8  The author addresses the prompt and provides <b>some development</b> of the claim or topic that is <b>somewhat appropriate</b> to the task, by using <b>some</b> reasoning and text-based evidence. (Few quotes)	7  The author addresses the prompt and develops the claim or topic and provides <b>minimal development</b> that is <b>limited in its appropriateness</b> to the task by using <b>limited</b> reasoning and text-based evidence. (Minimal quotes)	6 or Below  The author does not use quotes or text-based evidence.
<b>Conclusion Sentences</b>	5  The conclusion sentences clearly and effectively summarize the main idea of the paragraph.	4  The conclusion sentences summarize the main idea of the paragraphs.	3  The conclusion sentences attempt to clearly summarize the main idea of the paragraphs, but are not always successful or clear.	2  The conclusion sentences, when included, attempt to summarize the main ideas. Some conclusion sentences are missing.	0  Conclusion sentences are not included in the paper.
<b>Conclusion Paragraph</b>	5  The conclusion paragraph effectively and clearly re-states the thesis, summarizes the main ideas, and addresses the “Big So	4  The conclusion paragraph meets the qualifications and: re-states the thesis, summarizes the main ideas, and addresses the	3  The conclusion paragraph misses one of the following components (re-states the thesis, summarizes the main ideas, and	2  The conclusion paragraph is not fully developed and is missing multiple components: re-states the thesis, summarizes	0  No conclusion paragraph is included.

	What”.	“Big So What”.	addresses the “Big So What”) or is not clearly executed.	the main ideas, and addresses the “Big So What”.	
<b>Transition Words</b>	5  The author effectively and efficiently uses a variety of transition words and phrases to increase flow, clarity and connection in his or her writing.	4  The author uses a good mix of transition words and phrases to connect ideas and increase flow in his or her writing.	3  The author consistently uses transition words in his or her writing, but the words and phrases lack variety and do not consistently increase the flow of the writing.	2  The author inconsistently attempts to use transitional words and phrases.	1  There are no transition words and phrases or the ones that exists show minimal understanding of meaning and purpose.
<b>Cited Sources</b>			3  The author consistently and appropriately cites his or her sources.  The author uses at least 3 different sources in his or her paper.	2  The author inconsistently and/or inappropriately cites his or her sources.  The author uses two or one source.	1  There are no sources cited.  The author uses no sources.
<b>Language Conventions</b>		4  The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be few minor errors in mechanics, grammar, and usage, but meaning is clear.	3  The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding,	2  The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	1  The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

			but the meaning is generally clear.		
<b>Evidence of Reading Comprehension</b>	5 The narrative indicates an exceptionally strong understanding and full grasp of the sources used.	4 The narrative indicates a strong understanding of the sources used.	3 The narrative indicates a satisfactory understanding of the sources used.	2 The narrative indicates partial understanding and comprehension of the sources used.	1 The narrative indicates little to no comprehension of the sources used.
<b>Evidence of Writing Process</b>	5 The writer went through all steps in the writing process and was exceptionally on task and focused during class workshop times.	4 The writer went through all steps in the writing process and was on-task and focused during class workshop times. He or she may have need one of two reminders to stay on task.	3 The writer went through almost all steps in the writing process or the writer struggled to remain on task, but was quick to refocus and reinvest in workshop time with reminders.	2 The writer did not go through all steps in the writing process and missed a few portions, OR the writer greatly struggled to use class-time effectively during workshop time.	1 The writer did not complete critical portions of the writing process OR the writer did not use class time effectively during workshop days.